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ABSTRACT

Pluralism has become the word for this decade. America is no longer a melting pot, but a salad bowl where each person can retain his/her own uniqueness culturally. In a truly inclusive community, no one is exclusive or excluded. The legislature of South Dakota has mandated that all future teachers, as well as those teachers wishing to remain certified, must complete a human relations course. The purpose of this course is to make future and present teachers aware of various cultures, races, and ethnic backgrounds, without being judgmental. It has been found that people are less threatened by other cultures if they truly understand something about their own culture. Rather than viewing cultural differences as hurdles, educators should accept the richness that diversity offers. With this in mind a bazaar was organized that would help make the majority culture in the southeastern part of the state understand themselves and therefore be less threatened by the minority culture when a similar bazaar was held that stresses that culture. This bazaar was designed to stress the culture of Sweden. Displays were arranged around various aspects of Swedish culture. The literature of Sweden was displayed using faculty and library resources. Artifacts from Sweden were displayed. Another display included posters that listed pertinent facts about Sweden. Food booths offered Swedish delights. The art from Sweden was highlighted in another display. Music, videos, and travel posters were used. Students were excited about learning and sampling different cultures when presented in a non-threatening format. (ABL)

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SALAD BOWL-- ALL TOGETHER, ALL UNIQUE, ALL SPECIAL

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A Bit of Sweden...in the Salad Bowl

We live in a global society. Pluralism has become the word for this decade and well it should be. We are not all alike. America is no longer a melting pot, but a salad bowl where each person can retain his/her own uniqueness culturally. In a truly inclusive community, no one is exclusive or excluded (England 1992). In california, Arizona, New Mexico, Texas and colorado, 50% of the students are from minority groups (Cushner 1992). More than ever we need to earn to accept others and learn form other races, religions, and cultures.

The legislature of our state has mandated that all future teachers, as well as those teachers wishing to remain certified, must complete a human relations course. The purpose of this course is to make future and present teachers aware of various cultures, races, and ethnic backgrounds, without being judgmental.

We have found that people are less threatened by other cultures if they truly understand something about their own culture. Rather than viewing cultural differences as hurdles, educators should accept the richness that diversity offers (Skelton, 1991). With this idea in mind, a bazaar was organized that would help make the majority culture in the southeastern part of the state understand themselves and therefore be less threatened by the minority culture when a similar bazaar was held stresses that culture.

Swedish immigrants make up a large percentage of the

population in our area. The bazaar was designed to stress the culture of Sweden.

Displays were arranged around various aspects of Swedish culture. The literature of sweden was displayed using faculty and library resources. Particularly stressed was children's literature that could be used in classrooms.

Artifacts from Sweden were displayed. Items included wood carving, Dala Horses, porcelain and crystal.

Another display included posters listing pertinent facts about Sweden is the 4th largest country in Europe; abortion is free upon request to the end of the 18th week of pregnancy; all residents are covered by a national health insurance; both parents receive 15 months paid maternity leave, divided between them, which must be used before the child's 8th birthday.

Food booths offered Swedish delights: limpa (rye bread), osta kaka (cheese cake), krum kaka (cookies) and flatbread. Women baked items during the bazaar and offered samples.

The art of sweden was highlighted in another display. The work of Carl Larsen and Andres Zorn was featured.

Music was covered in the form of an accordionist and a vocalist. Persons were encouraged to, and did, dance.

Videos that explained various aspects of Swedish life were offered in three corners of the room. Students could stop, listen, and learn from the videos.

Travel posters of Sweden, several Swedish flags, table cloths in Swedish yellow and blue and various flower arrangements

were used to add interest and color to the room. This, along with the aroma of baking cookies and the lilting sounds of Swedish folk music, served to attract a large part of the student population.

Faculty, students and administrators were encouraged to attend via direct invitation as well as posters placed around campus. A video was made of the bazaar entitled "A Multi-Cultural Experience: Sweden".

Our premise was to understand one's own culture then it would be possible to accept another's culture. The premise for this project was to understand one's own culture first in a risk-free environment, then it would be possible to accept another person's culture.

Insert 1

In conclusion, the authors found the students very excited about learning and sampling different cultures, when presented in the non-threatening format. Also, other faculty members in school were enthused by the presentation to the point several have offered to organize and present the next Multi-cultural Bazaar.

Insert 1

Steps in Planning an Ethnic Bazaar

I. Determine ethnic minority/majority to be featured

II. Select date, time, location/room.

III. Determine interest areas to be stressed.

A. Facts/information

1. Geography
2. Political issues
3. Health issues
4. Educational policies/standards
5. Economy

B. Literature

1. Stories
2. Child and adult literature
3. Myths, fables and fairy tales
4. Famous authors

C. Art

1. Famous artists
2. Well known art from the country
3. Travel posters

D. Music/Dance

1. Composers
2. Ethnic music
3. Live singers/musicians
4. Dance instructors/audience involvement

E. Crafts/Artifacts

1. Display of handcrafts

2. Items from the country

F. Food

1. Live demonstrations

2. Samples of previously made items

IV. Contact persons to work or bring items for the above booths/tables.

V. Design posters, invitations, letters to departments, newspapers, etc.

VI. Invite special people...dean, president, etc.

VII. Encourage class attendance.

VIII. Consider video taping the event.

IX. Involve students from that country.

X. Don't forget the practical things:

A. Extension cords for musicians and food

B. Tablecloths or bunting

C. Stands, props, easels for prints and books

D. Plates, napkins, spoons for samples

E. Flags from the country

F. Other decorations for color and interest

XI. Provide and evaluation form.

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